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ABSTRACT

The Public School Education Act of 1975 (Chapter 212) set forth certain responsibilities of the New Jersey State Department of Education. Among them is the monitoring of local school districts to assure that the necessary elements are in place to "provide to all children . . . the educational opportunity which will prepare them to function politically, economically, and socially in a democratic society." A comprehensive review of the act and its implementation concluded that the monitoring process did not support the key component of the act (i.e., local planning for educational excellence). This manual revises the monitoring process to reflect the objectives set forth in the document entitled "Implementation of the Public School Education Act of 1975--A Renewed Commitment, March 1983." Section 1 describes steps involved in the first-level monitoring process and worksheets used in such monitoring. Section 2 describes steps involved in a second-level review process, to be implemented only if a district has failed to be certified as a result of first-level monitoring. Section 3 describes the planning cycle central to the 1975 act and explains the connection between the monitoring process and the annual education plan. Appended are first-level worksheets for all 10 program elements and associated indicators, and a glossary of related terms. (RH)

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MANUAL FOR THE EVALUATION OF LOCAL SCHOOL DISTRICTS

PURSUANT TO

THE PUBLIC SCHOOL EDUCATION ACT OF 1975

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January, 1984

New Jersey State Department of Education

PS 014250

MANUAL FOR THE EVALUATION OF LOCAL SCHOOL DISTRICTS PURSUANT TO THE PUBLIC SCHOOL EDUCATION ACT OF 1975

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COMMISSIONER'S OVERVIEW

The Public School Education Act of 1975 (Chapter 212) set forth certain responsibilities for the New Jersey State Department of Education. Among them is the monitoring of local school districts to assure that the necessary elements are in place to "provide to all children in New Jersey...the educational opportunity which will prepare them to function politically, economically and socially in a democratic society."

A comprehensive review of the act and its implementation, undertaken by the Department of Education in July 1982, led to the conclusion that this monitoring process had strayed from its original purpose. It had become administratively burdensome and drew the energies of the local school districts away from the key component of the act - the planning process.

This manual revises the monitoring process to reflect the objectives set forth in the document, Implementation of the Public School Education Act of 1975 - A Renewed Commitment, March 1983. The process will focus on the essential elements for a thorough and efficient education and the evaluation of those elements objectively and consistently throughout the state.

Monitoring will be the responsibility of the county offices of education. Under the supervision of the county superintendents, every school district in the state will be rigorously monitored within two years of the issuance of this manual. Thereafter, however, the monitoring process will become considerably more selective. Districts which have the necessary essential elements and have been certified will be reviewed only at five-year intervals under procedures set forth in this manual.

Limiting the monitoring of districts that have been certified will not only free them from unnecessary paperwork but also will allow the department to direct its efforts and limited resources to assisting districts not granted certification. Such districts will be subject to a Level II review, described in Section Two. The Level II review will focus district energy on solving problems associated with noncertification.

This monitoring process is a key part of the state's renewed commitment to the original intent of the act - encouragement of local planning for educational excellence. It is intended to provide public accountability at every level, while encouraging local responsibility for assuring that all children have the opportunity for a thorough and efficient education.

Saul Cooperman
Commissioner

TABLE OF CONTENTS

		Page
Organization of the Manual		i
Section One:	Part One - Level I Monitoring Procedures	1
	Part Two - Criteria and Standards for Level I Monitoring	5
Exhibit 1	- A Summary of Essential Elements, Corresponding Indicators and Documentation	8
Exhibit 2	- A Sample Worksheet	25
Section Two	- The Level II Review Process	26
Section Three	- The Educational Planning Process	32
Addendum	- Chapter 212 Level I Worksheets	36
Glossary		89

ORGANIZATION OF THE MANUAL

The manual contains three sections, an addendum and a glossary. Together, they present a complete description of the procedures which will be used to monitor local school districts and the monitoring process as it relates to the overall objectives of the Public School Education Act of 1975.

Section One - Part One: Level I Monitoring Procedures describes the steps involved in the Level I monitoring process. If a district successfully passes this review and is certified, it will not be monitored again using this procedure for five years.

Part Two - Criteria and Standards for Level I Monitoring describes the worksheets which will be used in Level I monitoring. This section and the Addendum set forth precisely the criteria on which a local school district will be evaluated.

Section Two - The Level II Review Process describes the steps involved in a Level II review process. The review will be implemented only if a district has failed to be certified as a result of Level I monitoring.

Section Three - The Educational Planning Process describes the planning cycle which is the central focus of the 1975 act and explains the connection between the monitoring process and the annual education plan.

Addendum provides the worksheets for Level I monitoring. The worksheets describe essential elements, their corresponding indicators and required documentation.

Glossary provides definitions of terms used in this manual.

SECTION ONE: PART ONE

LEVEL I MONITORING PROCEDURES

Level I monitoring is the basic process for determining whether a local school district has the necessary educational elements. The specific elements to be reviewed are enumerated in Section One - Part Two. This section is a brief outline of the procedures involved in monitoring.

THE MONITORING OF A LOCAL SCHOOL DISTRICT

Monitoring is the responsibility of the county superintendent. Monitoring is carried out in each local school district by a team from the county office of education. In general, these steps will be followed:

1. The county superintendent determines the schedule for monitoring districts within his or her county. At the outset, all districts will be monitored within two years of the issuance of this manual. Thereafter, districts which have been certified will be monitored on a five-year cycle. Those not certified will undertake the more comprehensive Level II review (see Section Two) and will be scheduled on a five-year cycle after they are granted certification.

2. The districts scheduled for monitoring in a given school year are notified. One county office of education staff member will serve as the key communicator/contact person with each school district, and will assure that appropriate district staff are familiarized with the monitoring process.

3. Projected dates for the visits are cleared with each district.

4. Documentation required to support the essential elements to be monitored are identified, collected and reviewed during a desk audit. (Note: A detailed discussion of the essential elements and their relevance to the certification process is presented in Part Two of this section.)

5. The district is notified of required documentation not available in the county office. That material is compiled by the district and either forwarded to the county office contact person or provided to the team for review during its visit.

6. The monitoring team visits the district. As each element is reviewed, the corresponding monitoring worksheet (see Addendum) is completed by the team members.

7. A formal notification of the findings of the monitoring team is sent to the chief school administrator and the board secretary within ten working days of the visit. The district can then begin to address any elements which may require corrective action. Any uncorrected deficiencies will become a part of the district's next annual education plan.

A district may petition the county superintendent to rescind a rating of "unacceptable" by presenting written documentation of its acceptable performance on one or more elements or indicators. Lack of agreement over ratings which cannot be resolved via this process may, at the district's request, be submitted to the assistant commissioner, Division of County and Regional Services, for resolution.

THE CERTIFICATION PROCESS

1. Each month, the county superintendent submits a recommendation to the commissioner on the certification of districts which have been monitored.

2. The commissioner recommends certification actions to the State Board of Education.

3. The state board takes final action, and the local school districts are notified of their state certification. The action of the state board and the findings of the monitoring team must be presented publicly at a regular or special meeting of the local board of education within 60 days after receipt by the school district.

4. During the five-year period when certification is in effect, problems which may arise are dealt with outside of the monitoring process. When appropriate, they should be included as part of the annual education plan of the district. Refusal to address the correction of major deficiencies in the annual education plan could result in a recommendation by the commissioner to the State Board of Education to rescind a district's certification.

5. If a district is not certified, the Level II review process is implemented, as described in Section Two.

CONSISTENCY AND UNIFORMITY

In designing this monitoring process, every effort has been made to assure that consistent and uniform standards are applied statewide. This manual, which will be widely disseminated to school districts and county office personnel, describes the process in detail. It also enumerates the elements to be monitored and the indicators that correspond to each element.

The same monitoring documents (as presented in Section One: Part Two and the Addendum) will be used for every district. In addition, uniformity in implementing the monitoring process and among monitoring teams will be fostered through statewide supervision by the assistant commissioner, Division of County and Regional Services, and common training for all county office staff. Disputes regarding district ratings and certification recommendations will also be resolved by the assistant commissioner, thereby further contributing to statewide consistency in the monitoring and certification processes.

CHRONOLOGY

This monitoring process operates concurrently with district annual planning activities. A more detailed discussion of planning is contained in Section Three.

SECTION ONE: PART TWO

CRITERIA AND STANDARDS FOR LEVEL I MONITORING

CRITERIA

Ten essential elements important in the educational process will be examined during Level I monitoring:

ELEMENT	NAME
1	Planning
2	School/Community Relations
3	Comprehensive Curriculum/Instruction
4	Student Attendance
5	Facilities
6	Professional Staff
7	Mandated Programs
8	Achievement in State Mandated Basic Skills
9	Equal Educational Opportunity/Affirmative Action
10	Financial

For each element, there are several indicators or specific criteria to be evaluated - 51 indicators in all. A complete listing of elements and indicators is found in Exhibit 1 beginning on page 8.

STANDARDS

To achieve state certification, the local district must document, and the monitoring team must find "acceptable," performance by the district in all ten essential elements. Specifically:

* For elements 1, 7, 9, and 10, all indicators must be rated acceptable for the district to receive certification.

* For elements 2, 3, 4, 5, 6, and 8 a specified number of indicators must be found acceptable for certification.

Districts awarded certification are still required to address any indicators rated "unacceptable" through the annual planning process.

WORKSHEETS

The monitoring team will use worksheets similar to those shown in Exhibit 2, page 25 to record observations relating to each indicator. The full set of worksheets is in the Addendum.

Each worksheet describes the element, its definition, and a single indicator corresponding to that element. For example, Exhibit 2, (page 25) Element 1, "Planning" is described as:

* Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (Note: specifying responsibility, timeline, resources, in-service); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.)

Indicator 1.5 for Element 1 is "The plan contains a long range schedule for program evaluation." The manual contains one worksheet for this specific indicator of Element 1.

Since five indicators are used to measure Element 1, there are five worksheet pages -- one for each indicator.

Each worksheet provides space for county office staff to record the following information:

a. A summary of the monitoring team's activities in gathering information on this indicator;

b. A narrative of the team's findings regarding this indicator (e.g., scope of programs and services, exhibits, summary of data);

c. A record of individuals who contributed information concerning this indicator, and

d. Evaluation of the indicator and recommendation regarding district status (i.e., acceptable/unacceptable).

The worksheet also gives the significance of each indicator, in the space labeled indicator value.

These worksheets, along with the Glossary are intended to provide guidance to local school districts and county office of education staff in preparing for a Level I review.

EXHIBIT 1

SUMMARY OF ESSENTIAL ELEMENTS**, CORRESPONDING INDICATORS AND DOCUMENTATION

ELEMENT 1: PLANNING

INDICATORS:

*1.1 The district objectives including the plans of action have been developed under the direction of the chief school administrator in consultation with teaching staff members. The district objectives have been developed with community participation and approved by the local board of education.

Documentation: board minutes, receipt of the plan by the county office of education. Evidence of staff consultation, evidence of community participation.

*1.2 The plan has been approved by the county superintendent or if appealed, by the assistant commissioner, Division of County and Regional Services.

Documentation: letter of approval from county superintendent.

** Defined on the worksheets in Addendum

* A rating of "acceptable" on this indicator is necessary to receive certification.

*1.3 The plan has been reviewed and discussed by the Board of Education at a public meeting by September 30.

Documentation: board minutes, news release, or other evidence of dissemination.

*1.4 The plan indicates who was involved in developing the plan and the method(s) of involvement.

Documentation: appropriate section in the annual educational plan.

*1.5 The plan contains a long-range schedule for program evaluation.

Documentation: schedule and procedure for evaluating programs.

ELEMENT 2: SCHOOL/COMMUNITY RELATIONS (Note: Inclusive of 2.1, at least one of the other three indicators must be rated "acceptable" to receive an "acceptable" rating on this element.)

INDICATORS:

*2.1 There is evidence of sharing information with the community.

Documentation: letters, newsletters, or other media, etc.

* A rating of "acceptable" on this indicator is necessary to receive certification.

2.2 There is evidence of opportunities for public input at regularly scheduled monthly board meetings.

Documentation: board agenda, ad hoc committee reports, or surveys, etc.

2.3 There is evidence of involvement of area business, industry and other community resources.

Documentation: resource file, cooperative programs, industry loan of materials/services, or field trips to business/industry, etc.

2.4 There is evidence of opportunities for community involvement as advisors in the decision making process.

Documentation: surveys, ad hoc committees, or advisory councils, etc.

ELEMENT 3: COMPREHENSIVE CURRICULUM/INSTRUCTION

INDICATORS

*3.1 There is a written, board approved curriculum K-12 for all subjects inclusive of all mandated state programs and services+.

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* A rating of "acceptable" on this indicator is necessary to receive certification.
+ Defined in Glossary

Documentation: board approved curriculum, board minutes.

*3.2 The curriculum is being implemented.

Documentation: program of studies, master schedule, or program evaluation reports (as per element 1.5), etc.

*3.3 The instructional program shows recognition of individual talents, interests, needs and exceptional abilities of pupils.

Documentation: program of studies, master schedule, or program evaluation reports (as per element 1.5), etc.

*3.4 The instructional program provides all students with guidance and counselling.

Documentation: description of the delivery of guidance and counselling services. [Note: This does not require the use of specially certificated staff at the elementary level.]

*3.5 The instructional program provides all students with a library skills program.

Documentation: scope and sequence and description of how pupils are provided a library skills program.

* A rating of "acceptable" on this indicator is necessary to receive certification.

*3.6 Instruction in effective study and work skills should be introduced early and reinforced throughout the curriculum.

Documentation: Description of the scope and sequence of instruction related to effective study and work skills.

*3.7 There are provisions for identifying and providing for pupils who disrupt the instructional program.

Documentation: description of identification process, results of needs assessment (including out-of-school suspension and expulsion rates and year-end violence and vandalism report.) If an improvement program has been deemed necessary by the board of education, a description of the implementation of the program is available.

3.8 There are provisions for identifying and providing for disaffected pupils.+

Documentation: description of identification process, results of needs assessment, statement of program provisions, if necessary.

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* A rating of "acceptable" on this indicator is necessary to receive certification

+ Defined in Glossary

ELEMENT 4. STUDENT ATTENDANCE [Note: At least two of the five indicators must be rated "acceptable" to receive an "acceptable" rating on this element.]

INDICATORS

4.1 Average daily attendance rate+ for the district is 90 percent or higher.

Documentation: district data

4.2 An attendance improvement plan has been implemented if district average daily attendance rate+ is between 85 and 89.9 percent.

Documentation: district data, written attendance improvement plan.

Note: Average district daily attendance rate+ below 85 percent results in a rating of "unacceptable" for this element.

4.3 Average daily attendance rate+ for each school is 85 percent or higher.

Documentation: district data

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* A rating of "acceptable" on this indicator is necessary to receive certification.

+Defined in Glossary.

4.4 An attendance improvement plan has been implemented for each school where the average daily attendance rate is below 84.9 percent

Documentation: district data, written attendance improvement plan.

Note: Average school daily attendance rate+ below 80 percent results in a rating of "unacceptable" for this element.

4.5 An improvement plan to deal with dropouts has been implemented.

Documentation: Data showing students who drop out of school after completion of eighth grade. Evidence of a plan to deal with dropouts.

ELEMENT 5: FACILITIES [Note: Inclusive of 5.4, at least one of the other three indicators must be rated "acceptable" to receive an "acceptable" rating on this element.]

INDICATORS

5.1 There is evidence that a multi-year comprehensive maintenance plan exists and has been implemented.

Documentation: comprehensive maintenance plan, budget, implementation records.

*A rating of "acceptable" on this indicator is necessary to receive certification.
+Defined in Glossary

5.2 Building inspections have been performed by the district within the last year to ensure adherence to health and safety laws.

Documentation: checklists (e.g. vocational education, safety); certificates (e.g., health, fire inspection, boiler inspection), etc.

5.3 The district has a board approved plan to upgrade or eliminate all substandard classrooms

Documentation: substandard classroom facility plan

*5.4 The district's long-range facilities plan has been reviewed/revised within the last five years.

Documentation: updated facilities plan.

ELEMENT 6: PROFESSIONAL STAFF

INDICATORS

*6.1 All professional staff members are certified in their area(s) of assignment.

Documentation: fall report.

*A rating of "acceptable" on this indicator is necessary to receive certification.

*6.2 The annual rate of staff (teaching and administrative) occasional absenteeism+ does not exceed 5 percent.

Documentation: district data

*6.3 There is a review/improvement process to address staff absenteeism if the annual rate of occasional staff absenteeism+ exceeds 3.5 percent.

Documentation: district data, description of the review process and the improvement plan.

*6.4 Tenured and nontenured teaching and administrative staff are observed and evaluated according to law.

Documentation: District policy list of staff observation/evaluation dates, person(s) responsible. There is evidence of a plan for the observation of instruction.

*6.5 The staff development program is based upon the assessed needs of the district.

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* A rating of "acceptable" on this indicator is necessary to receive certification.
+Defined in Glossary

Documentation: Evidence that school and individual development programs have been developed in consultation with staff members and are evaluated with respect to results as well as process.

6.6 The chief school administrator recommends to the board of education all teaching staff members for formal appointment.

Documentation: Board minutes

ELEMENT 7: MANDATED PROGRAMS

INDICATORS

*7.1 The Basic Skills Improvement (BSI) Plan+ has been approved by the county superintendent.

Documentation: letter of approval from county superintendent

*7.2 A description of the Basic Skills Improvement (BSI) Plan has been shared with the public.

Documentation: board agenda, minutes, newsletter, or other media, etc.

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* A rating of "acceptable" on this indicator is necessary to receive certification.

+ Defined in Glossary

*7.3 The Bilingual/ESL Education Plan+ has been approved by the county superintendent.

Documentation: letter of approval from county superintendent.

*7.4 A description of the Bilingual/ESL Education Plan+ has been shared with the public.

Documentation: board agenda, minutes, newsletter, or other media, etc.

*7.5 The Annual Special Education Plan+ has been approved by the county superintendent.

Documentation: letter of approval from county superintendent.

*7.6 A description of the Annual Special Education Plan+ has been shared with the public.

Documentation: board agenda, minutes, newsletter, or other media, etc.

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*A rating of "acceptable" on this indicator is necessary to receive certification.

+Defined in Glossary

ELEMENT 8. ACHIEVEMENT IN STATE MANDATED BASIC SKILLS

INDICATORS

*8.1 Seventy-five percent (75%) of the pupils tested in grade nine in each school have passed the state's 9th grade Minimum Basic Skills Test (score of 65 in math, 75 in reading).

Documentation: basic skills improvement (BSI) application/plan.

*8.2 Seventy-five percent (75%) of the pupils in grades three and six in each school equal or exceed: (a) state-prescribed percentile scores in both reading and math on standardized commercial tests, or (b) state prescribed scores on department-approved local criterion reference tests.

Documentation: basic skills improvement (BSI) application/plan.

8.3 A basic skills improvement plan has been developed for each school in the district that did not have seventy-five percent (75%) of the ninth grade pupils meeting the state standards of 65 in math and 75 in reading on the basic skills tests.

Documentation: basic skills tests results, basic skills improvement plan

* A rating of "acceptable" on this indicator is necessary to receive certification.

8.4 A basic skills improvement plan has been developed for each school in the district that did not have seventy-five percent (75%) of the pupils in grade three and seventy-five percent (75%) of the pupils in grade six equal or exceed: (a) state-prescribed percentile scores in both reading and math on standardized commerical tests, or, (b) state-prescribed scores on department-approved local criterion reference tests.

Documentation: basic skills tests results, basic skills improvement plan.

ELEMENT 9: EQUAL EDUCATIONAL OPPORTUNITY/AFFIRMATIVE ACTION

INDICATORS

*9.1 There is an approved desegregation plan where required by the commissioner of education.

Documentation: desegregation plan, Department of Education letter of approval.

*9.2 There is an annual review of progress toward the objectives cited in the state-approved Affirmative Action Plans (Classroom/ Employment Practices).+

Documentation: statement of progress by district.

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* A rating of "acceptable" on this indicator is necessary to receive certification.

+ Defined in Glossary.

*9.3 The desegregation plan, where applicable and the Affirmative Action Plans, including in-service, are implemented annually.

Documentation: statement of objectives, activities and description of in-service.

ELEMENT 10: FINANCIAL

INDICATORS

*10.1 There is accurate and timely submission of fiscal and statistical reports to the local board of education.

Documentation: Financial report of the board secretary to the board of education (A-148).

Financial report of the treasurer of school monies (A-149).

*10.2 There is accurate and timely submission of fiscal and statistical reports to county, state and federal offices.

* A rating of "acceptable" on this indicator is necessary to receive certification.

Documentation: Application for state school aid

Annual Fall Survey Reports

Annual written request for payment of budgeted debt service and capital state support

Annual Report - Ratio Information

Annual Financial Report

Annual Financial and Statistical Report (A4-1, A4-2)

Financial Report of the Treasurer of School Monies

Reports - Child Nutrition Program

Project Completion Report for-

New Jersey Nonpublic School Textbook Law

Nonpublic student services

Financial Reports-

Part B (Title VI) P.L. 94-142, Education of Handicapped Pupils

State Compensatory Education

Chapter 1, Chapter 2

*10.3 The annual budget has been developed and presented in accordance with prescribed procedures.

*A rating of "acceptable" on this indicator is necessary to receive certification.

Documentation: A budget approved by the county superintendent.

Certificate and report of school taxes.

*10.4 The annual district audit has been conducted according to requirements.

Documentation: A completed audit accepted by the board of education.

*10.5 The local school board has acted on the recommendations of local and state financial audit reports and reported board of education actions to the commissioner.

Documentation: Board minutes

Letter of acknowledgement from the state Department of Education

*10.6 Pupil transportation, transportation costs have been approved by the county superintendent.

*A rating of "acceptable" on this indicator is necessary to receive certification.

Documentation: Transportation contracts and agreements
transportation route report district-wide
program cost report

CHAPTER 212 - LEVEL I WORKSHEETS

EXHIBIT 2

ELEMENT 1. Planning INDICATOR VALUE: Necessary for certification

Definition: Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (NOTE: specifying responsibility, timeline, resources, inservice); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.).

INDICATOR 1.5 The plan contains a long-range schedule for program evaluation.

Documentation: Schedule and procedure for evaluating programs.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

SECTION TWO

THE LEVEL II REVIEW PROCESS

The Level II review process is implemented only when a local school district fails to be certified as a result of Level I monitoring. This process is intended to bring about remedial actions, in the form of analysis of the underlying problem(s), and development and implementation of an improvement plan to correct them. It is designed to preserve the options of the local district, insofar as possible, in addressing these problems.

SELF STUDY

If a school district is denied certification, it must conduct a self study in the area(s) of deficiency pointed out by Level I monitoring. The following procedure will be used:

1. Within one month of formal notification that the district has not been certified as a result of Level I monitoring, the district superintendent will organize a self study team. The team will consist of members of the educational staff, including staff with relevant expertise from other school(s) in the district, and representatives of the community. The objective of the team will be to analyze the nature and causes of the problems identified by Level I monitoring and to develop an improvement plan to correct the deficiencies.

2. The district superintendent will brief the team on its charge and procedure.

3. The county superintendent is prepared to assist, if requested, in identifying resources for the local team.

4. The district superintendent will inform the county superintendent of the establishment of the self-study team and the initiation of its work.

5. The team will work with the staff in the school(s) and district to gather the necessary information to perform its task.

6. The team will have three months to complete its analysis and produce a report including an improvement plan. The plan must contain a schedule of implementation and an estimate of the financial resources necessary to carry it out. Unless financial resources are deemed to be absolutely necessary to the resolution of the problem, the plan should be completely implemented within one year.

7. The team will submit its report, including an improvement plan, to the district superintendent for review and approval.

REVIEW AND APPROVAL BY THE COUNTY SUPERINTENDENT

Once the district board of education approves the improvement plan, it is submitted to the county superintendent for approval. Then:

1. The county superintendent must reach a decision on the improvement plan within one month after receiving it.

2. If the improvement plan is approved, the district superintendent will be authorized to proceed with implementation.

3. If the improvement plan is not approved, the county superintendent will refer it back to the district superintendent with recommendations. The district team will have up to one month to make the necessary revisions for final approval by the county superintendent.

IMPLEMENTATION OF THE PLAN

The district will correct the deficiency(ies) in accordance with the approved improvement plan. In addition:

1. District progress reports will be made periodically by the chief school administrator at public board of education meetings.

2. The county superintendent will monitor progress and conduct interim reviews at least once every three months.

EVALUATION OF RESULTS

At the completion of the improvement plan activities, the county superintendent will determine if Level I standards have been achieved.

The county superintendent will submit a formal report to the commissioner, including:

1. An assessment as to whether the improvement plan was followed;

2. An evaluation as to whether the deficiency(ies) has been corrected, and

3. A recommendation as to whether the district should be certified.

FAILURE TO RECEIVE CERTIFICATION

If the district does not receive certification as a result of its own corrective actions, the county superintendent will appoint a Level II review team to address the deficiency(ies). The procedure will be as follows:

1. The county superintendent will appoint a team consisting of persons with expertise in the problem area(s). The members (between 5 and 10 in number) will normally include specialists (e.g., reading and math), a school administrator, an educational leader, and a parent representative and/or board member. Team members do not have to reside or work within the county.

2. The county superintendent, in conjunction with the district superintendent, will draw up specific guidelines and time schedules for the team.

3. Prior to visiting the district, the team will be given an orientation and background information on the district, as well as complete information on Level I monitoring, the findings and recommendations of the self study team, and the results of the improvement plan.

4. The team will spend a minimum of three days in the district. During that time, the members will gather, through interviews, reports, observations, etc., as much information as is necessary to assess the reasons for the district's inability to satisfy essential elements.

5. During its operations, the team may contact the county superintendent for resource and consultant purposes.

6. The team will develop specific recommendations and timelines correcting the deficiency(ies) and will submit them to the county superintendent for approval.

7. The county superintendent will either approve the recommendations of the team or develop alternative recommendations in conjunction with the team members or other resource persons.

8. Once approved by the county superintendent, the recommendations will be transmitted to the district superintendent for implementation. He/she must establish an action plan within the time schedule and these must be incorporated into the annual education plan of the district.

9. The county superintendent will monitor and evaluate progress at least once every three months and present these findings at the district's next regularly scheduled monthly board of education meeting until the district is certified.

FURTHER ACTIONS

Any noncertified district which does not demonstrate reasonable progress toward compliance with the Public School Education Act of 1975 and New Jersey Administrative Code and toward the resolution of major problems shall be subject to further intervention by the commissioner of education.

SECTION THREE

THE EDUCATIONAL PLANNING PROCESS

Level I and Level II activities are preludes to fulfillment of the legislative intent of the Public School Education Act of 1975. This law is clearly a planning model. It stresses the establishment of a decentralized approach to planning and decision making, as well as local involvement and participation in the education process. Monitoring is not the principal objective of the law, but it is necessary to ensure that all districts meet essential educational requirements. Any deficiencies found during monitoring and not corrected must be incorporated into the district's next annual education plan. Districts that meet the essential requirements and are certified will not be monitored annually, but will be reviewed at five-year intervals.

Certified districts must continue to comply with law and code. However, certification allows the energies of the district and state to be directed away from redundant monitoring and toward ongoing planning for educational improvement.

The following is a description of the basic elements of the educational planning cycle in a typical school year:

1. At the outset, each district will identify educational needs based upon the most extensive study possible of the needs and socioeconomic charac-

teristics of the district's student body. The district will then select those instructional, programmatic and/or student improvement areas that require attention and/or upgrading.

2. For each of the priority areas selected, an objective(s) and action plan will be created.

3. The chief school administrator will meet with the county superintendent for preliminary review of the district's objectives and action plan.

4. The board of education will approve the district's objectives as part of its annual educational plan. The objectives and action plan will be submitted to the county superintendent by September 30. During the development of the plan, the chief school administrator should provide an opportunity for public input and employee involvement.

5. The county superintendent will review and approve the district's objectives and action plan no later than October 31.

6. Each chief school administrator and county superintendent will meet a minimum of twice a year to review progress on the plan.

7. Each district will submit a written report detailing progress on the attainment of their objectives to the county superintendent by May 1. A meeting between the county superintendent and the chief school administrator will be held to discuss that report.

8. Each county superintendent will submit a written analysis of every district's objectives to the chief school administrator and the board of education by June 1. The board of education will report these findings at a public meeting during the month of June (no later than July 1).

The review and approval process to be used by the county superintendent will focus on the educational significance of the objectives and action plan, and on their potential for bringing about improved results for students. Specifically, the county superintendent will use sound professional judgment as a basis for encouraging districts to strive for the highest possible level of meaningful achievement, while ensuring that objectives are significant and measurable, and that plans are logical, achievable and realistic.

The county superintendent will also assist and support the district in its efforts to guarantee the successful attainment of stated objectives.

In the final analysis, it will be the local district's responsibility to establish objectives and an action plan, with the county superintendent playing a consulting and supporting role in this process.

Should a situation arise where there is a lack of agreement between the chief school administrator and the county superintendent over the objectives and/or action plan, the assistant commissioner for the Division of County and Regional Services will resolve the issue.

Responsibility for assisting district efforts at educational improvement is fixed with the county superintendent. To assist local districts, the department has established three Regional Curriculum Service Units (RCSUs) within the Division of County and Regional Services. All Divisions within the Division of Educational Programs will work closely with the RCSUs to identify, develop and disseminate programs and materials that districts need. A coordinated effort by county offices of education, RCSUs and the Division of General and Academic Education will focus on districts with the greatest needs as identified through Level I monitoring and Level II review processes.

In summary, every district is held accountable for comprehensive planning for educational improvement. To the extent that districts meet essential educational requirements, the emphasis on monitoring will decrease and communication between the department and district concerning local planning efforts will increase.

ADDENDUM

Chapter 212

LEVEL I WORKSHEETS

CHAPTER 212

LEVEL I WORKSHEETS

DISTRICT NAME _____

CHIEF SCHOOL ADMINISTRATOR _____

COUNTY OFFICE OF
EDUCATION TEAM MEMBERS

_____
date signed

_____
date signed

_____
date signed

_____
date signed

_____
date signed

COUNTY SUPERINTENDENT

_____
date signed

Visitation Date(s)/Site(s): _____

_____

_____

_____

_____

ELEMENT 1. Planning INDICATOR VALUE: Necessary for certification

Definition: Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (NOTE: specifying responsibility, timeline, resources, inservice); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.).

INDICATOR 1.1 The district objectives including the plans of action have ben developed under the direction of the chief school administrator in consultation with teaching staff members. The district objectives have been developed with community participation and approved by the local board of education.

Documentation: Board minutes, receipt of the plan by the county office of education. Evidence of staff consultation, evidence of community participation.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 1. Planning INDICATOR VALUE: Necessary for certification

Definition: Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (NOTE: specifying responsibility, timeline, resources, inservice); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.).

INDICATOR 1.2 The plan has been approved by the county superintendent or if appealed, by the assistant commissioner, Division of County and Regional Services

Documentation: Letter of approval from county superintendent.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 1. Planning INDICATOR VALUE: Necessary for certification

Definition: Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (NOTE: specifying responsibility, timeline, resources, inservice); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.).

INDICATOR 1.3 The plan has been reviewed and discussed by the Board of Education at a public meeting by September 30.

Documentation: Board minutes, news release, or other evidence of dissemination.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 1. Planning INDICATOR VALUE: Necessary for certification

Definition: Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (NOTE: specifying responsibility, timeline, resources, inservice); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.).

INDICATOR 1.4 The plan indicates who was involved in developing the plan and the method(s) of involvement.

Documentation: Appropriate section in the annual educational plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 1. Planning INDICATOR VALUE: Necessary for certification

Definition: Identification of needs, data base, priorities, analysis of causes and constraints; statement of objectives, activities (NOTE: specifying responsibility, timeline, resources, inservice); provision for community involvement; design for evaluation of improvement activities; description of plans for ongoing evaluation of all current instructional and support programs through varied strategies (e.g. analyses of test data, surveyed perceptions, attendance records, longitudinal studies, external visitation team reports, research investigations, cost effectiveness studies, etc.).

INDICATOR 1.5 The plan contains a long-range schedule for program evaluation.

Documentation: Schedule and procedure for evaluating programs.

Part A: Summary of Monitoring Team Activities.

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 2 School/Community Relations INDICATOR VALUE: necessary for certification

Definition: Sharing information with community; using community resources in the school; using school resources in the community; providing opportunities for involvement of citizens in decision making.

INDICATOR 2.1 There is evidence of sharing information with the community.

Documentation: Letters, newsletters, or other media, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

1 out of 3 rated "Acceptable" necessary for certification

ELEMENT 2 School/Community Relations INDICATOR VALUE:

Definition: Sharing information with community; using community resources in the school; using school resources in the community; providing opportunities for involvement of citizens in decision making.

INDICATOR 2.2 There is evidence of opportunities for public input at regularly scheduled monthly board meetings

Documentation: Board agenda, ad hoc committee reports, or surveys, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

1 out of 3 rated "Acceptable" necessary for certification

ELEMENT 2 School/Community Relations INDICATOR VALUE:

Definition: Sharing information with community; using community resources in the school; using school resources in the community; providing opportunities for involvement of citizens in decision making.

INDICATOR 2.3 There is evidence of involvement of area business, industry and other community resources

Documentation: Resource file, cooperative programs, industry loan of materials/services or field trips to business/industry, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

1 out of 3 rated "Acceptable" necessary for certification

ELEMENT 2 School/Community Relations INDICATOR VALUE:

Definition: Sharing information with community; using community resources in the school; using school resources in the community; providing opportunities for involvement of citizens in decision making.

INDICATOR 2.4 There is evidence of opportunities for community involvement as advisors in the decision making process

Documentation: Surveys, ad hoc committees, or advisory councils, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: Necessary for certification

Definition: A description of each program and/or course which includes but is not limited to its purpose and a list of student outcomes (e.g. skills, knowledge, attitudes and/or behaviors); implementation of approved curriculum

INDICATOR 3.1 There is a written, board approved curriculum, K-12, for all subjects inclusive of all mandated state programs and services

Documentation: Board-approved curriculum, board minutes

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: Necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes and/or behaviors); implementation of approved curriculum.

INDICATOR 3.2 The curriculum is being implemented

Documentation: Program of studies, master schedule, or program evaluation reports (as per indicator 1.5), etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: Necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes, and/or behaviors); implementation of approved curriculum.

INDICATOR 3.3 The instructional program shows recognition of individual talents, interests, needs and exceptional abilities of pupils

Documentation: Program of studies, master schedule, or program evaluation reports (as per indicator 1.5), etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

CHAPTER 212 - LEVEL I WORKSHEETS

ELEMENT 3 Comprehensive curriculum/Instruction INDICATOR VALUE: Necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes and/or behaviors); implementation of approved curriculum.

INDICATOR 3.4 The instructional program provides all pupils with guidance and counselling

Documentation: Description of the delivery of guidance and counselling services.
(NOTE: This does not require the use of specially certificated staff at the elementary leve

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: Necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes, and/or behaviors); implementation of approved curriculum.

INDICATOR3.5 The instructional program provides all pupils with a library skills program.

Documentation: Scope and sequence and description of how pupils are provided a library skills program.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes, and/or behaviors); implementation of approved curriculum.

INDICATOR 3.6 Instruction in effective study and work skills should be introduced early and reinforced throughout the curriculum.

Documentation: Description of the scope and sequence of instruction related to effective study and work skills.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes, and/or behaviors); implementation of approved curriculum.

INDICATOR 3.7 There are provisions for identifying and providing for pupils who disrupt the instructional program.

DOCUMENTATION: Description of identification process, results of needs assessment (includin out-of-school suspension and expulsion rates and year end violence/vandalism report). If an improvement plan has been deemed necessary by the board of education, a description of the implementation of the program is available.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 3 Comprehensive Curriculum/Instruction INDICATOR VALUE: Not necessary for certification

Definition: A description of each program/course which includes but is not limited to purpose and list of student outcomes (e.g. skills, knowledge, attitudes and/or behaviors): implementation of approved curriculum.

INDICATOR 3.8 There are provisions for identifying and providing for disaffected pupils.

Documentation: Description of identification process, results of needs assessment, statement of program provisions, if necessary.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 4 Student Attendance INDICATOR VALUE: 2 out of 5 rated "Acceptable" necess for certification

Definition: Official school register record of pupil attendance and absenteeism.

INDICATOR 4.1 Average daily attendance rate for district is 90 percent or higher.

Documentation: District data

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 4 Student Attendance INDICATOR VALUE: 2 out of 5 rated "Acceptable" nece for certificatio

Definition: Official school register record of pupil attendance and absenteeism.

INDICATOR 4.2 An attendance improvement plan has been implemented if district average daily attendance rate is between 85 and 89.9 percent.

Documentation: District data, written attendance improvement plan.

NOTE: Average district daily attendance rate below 85 percent results in a rating of "unacceptable" for this element.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 4 Student Attendance

INDICATOR VALUE: 2 out of 5 rated "Acceptable" nece for certificatio

Definition: Official school register record of pupil attendance and absenteeism.

INDICATOR 4.3 Average daily attendance rate +, for each school is 85 percent or higher

Documentation: District data

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 4 Student Attendance

INDICATOR VALUE: 2 out of 5 rated "Acceptable" nece for certificatio

Definition: Official school register record of pupil attendance and absenteeism.

INDICATOR 4.4 An attendance improvement plan has been implemented for each school where the average daily attendance rate is below 84.9 percent

Documentation: District data, written attendance improvement plan.

Note: Average school daily attendance rate+ below 80 percent results in a rating of "unacceptable" for this element.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

2 out of 5 rated "Acceptable" nece

ELEMENT 4 Student Attendance INDICATOR VALUE: for certificatic

Definition: Official school register record of pupil attendance and absenteeism.

INDICATOR 4.5 An improvement plan to deal with dropouts has been implemented.

Documentation: Data showing students who drop out of school after completion of 8th grade. Evidence of a plan to deal with dropouts.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

1 out of 3 rated "Acceptable" necess. for certification

ELEMENT 5 Facilities INDICATOR VALUE:

Definition: A safe facility to carry out the educational program.

INDICATOR 5.1 There is evidence that a multi-year comprahensive maintenance plan exists and has been implemented.

Documentation: Comprehensive maintenance plan, budget, implementation records.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 5 Facilities

INDICATOR VALUE: 1 out of 3 rated "Acceptable" necessa for certification

Definition: A safe facility to carry out the educational program.

INDICATOR 5.2 Building inspections have been performed by the district within the last year to ensure adherence to health and safety laws.

Documentation: Checklists (e.g. vocational education, safety), certificates (e.g. health, fire inspection, boiler inspection), etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 5 Facilities

INDICATOR VALUE: 1 out of 3 rated "Acceptable" nece. for certification

Definition: A safe facility to carry out the educational program.

INDICATOR 5.3 The district has a board-approved plan to upgrade or eliminate all substandard classrooms

Documentation: Substandard classroom facility plan

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 5 Facilities INDICATOR VALUE: Necessary for certification

Definition: A safe facility to carry out the educational program.

INDICATOR 5.4 The district's long-range facilities plan has been reviewed/revised within the last five years

Documentation: Updated facilities plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 6 Professional Staff INDICATOR VALUE: Necessary for certification

Definition: Certified and qualified staff, provisions for staff development.

INDICATOR 6.1 All professional staff members are certified in their area(s) of assignment.

Documentation: Fall Report.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 6 Professional Staff INDICATOR VALUE: Necessary for certification

Definition: Certified and qualified staff, provisions for staff development.

INDICATOR 6.2 The annual rate of staff (teaching/administrative) occasional absenteeism does not exceed five percent.

Documentation: District data

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 6 Professional Staff INDICATOR VALUE: Necessary for certification

Definition: Certified and qualified staff, provisions for staff development.

INDICATOR 6.3 There is a review/improvement process to address staff absenteeism if the annual rate of occasional staff absenteeism exceeds 3.5 percent.

Documentation: District data, description of the review process and the improvement plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 6 Professional Staff INDICATOR VALUE: Necessary for certification

Definition: Certified and qualified staff, provisions for staff development.

INDICATOR 6.4 Tenured and nontenured teaching and administrative staff are observed and evaluated according to law.

Documentation. District policy list of staff observation/evaluation dates, person(s) responsible. There is evidence of a plan for the observation of instruction.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 6 Professional Staff INDICATOR VALUE: Necessary for certification

Definition: Certified and qualified staff, provisions for staff development.

INDICATOR 6.5 The staff development program is based upon the assessed needs of the district.

Documentation: Evidence that school and individual development programs have been developed in consultation with staff members and are evaluated with respect to results as well as process.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 6 Professional Staff INDICATOR VALUE: not necessary for certification

Definition: Certified and qualified staff, provisions for staff development.

INDICATOR 6.6 The chief school administrator recommends to the board of education all teaching staff members for formal appointment.

Documentation: Board minutes

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 7 Mandated Programs INDICATOR VALUE: Necessary for certification

Definition: Basic Skills Improvement (BSI), Bilingual/ESL, and Special Education: Submission to and receipt of approval from the Department of Education pursuant to law and regulation.

INDICATOR 7.1 The Basic Skills Improvement (BSI) Plan has been approved by the county superintendent.

Documentation: Letter of approval from county superintendent.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 7 Mandated Programs INDICATOR VALUE: Necessary for certification

Definition: Basic Skills Improvement (BSI), Bilingual/ESL, and Special Education: Submission to and receipt of approval from the Department of Education pursuant to law and regulation.

INDICATOR 7.2 A description of the Basic Skills Improvement (BSI) Plan has been shared with the public.

Documentation: Board agenda, minutes, newsletter, or other media, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 7 Mandated Programs INDICATOR VALUE: Necessary for certification

Definition: Basic Skills Improvement (BSI), Bilingual/ESL, and Special Education: Submission to and receipt of approval from the Department of Education pursuant to law and regulation.

INDICATOR 7.3 The Bilingual/ESL Education Plan has been approved by the county superintendent.

Documentation: Letter of approval from county superintendent.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 7 Mandated Programs INDICATOR VALUE: Necessary for certification

Definition: Basic Skills Improvement (BSI), Bilingual/ESL, and Special Education: Submission to and receipt of approval from the Department of Education pursuant to law and regulation.

INDICATOR 7.4 A description of the Bilingual/ESL Education Plan has been shared with the public.

Documentation: Board agenda, minutes, newsletters, or other media, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 7 Mandated Programs · INDICATOR VALUE: Necessary for certification

Definition: Basic Skills Improvement (BSI), Bilingual/ESL, and Special Education: Submission to and receipt of approval from the Department of Education pursuant to law and regulation.

INDICATOR 7.5 The Annual Special Education Plan has been approved by the county superintendent.

Documentation: Letter of approval from county superintendent.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 7 Mandated Programs INDICATOR VALUE: Necessary for certification

Definition: Basic Skills Improvement (BSI), Bilingual/ESL, and Special Education: Submission to and receipt of approval from the Department of Education pursuant to law and regulation.

INDICATOR 7.6 A description of the Annual Special Education Plan has been shared with the public.

Documentation: Board agenda, minutes, newsletter, or other media, etc.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 8 Achievement in State Mandated Basic Skills INDICATOR VALUE: Necessary for certification

Definition: Pupil test scores district-wide which equal or exceed state standards for grades 3, 6, and 9 (if applicable) in both reading and mathematics and, when appropriate, in writing for grade 9.

INDICATOR 8.1 Seventy-five percent (75%) of pupils tested in grade nine in each school have passed the state's 9th grade Minimum Basic Skills Test (score of 65 math, 75 in reading).

Documentation: Basic Skills Improvement (BSI) application/plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 8 Achievement in State Mandated Basic Skills INDICATOR VALUE: Necessary for certification

Definition: Pupil test scores district-wide which equal or exceed state standards for grades 3, 6, and 9 (if applicable) in both reading and mathematics and, when appropriate, in writing for grade 9.

INDICATOR 8.2 Seventy-five percent (75%) of the pupils in grade three and six in each school equal or exceed: (a) state-prescribed percentile scores in both reading and math on standardized commerical tests, or (b) state-prescribed scores on department approved local criterion reference tests.

DOCUMENTATION: Basic skills improvement application/plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 8 Achievement in State-Mandated Basic Skills INDICATOR VALUE: not necessary for certification

Definition: Pupil test scores district-wide which equal or exceed state standards for grades 3, 6, and 9 (if applicable) in both reading and mathematics and, when appropriate, in writing for grade 9.

INDICATOR 8.3 A basic skills improvement plan has been developed for each school in the district that did not have seventy-five percent (75%) of the ninth grade pupils meeting the state standards of 65 in math and 75 in reading on the basic skills tests.

Documentation: Basic skills tests results, basic skills improvement plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 8 Achievement in State-Mandated Basic Skills INDICATOR VALUE: not necessary for certification

Definition: Pupil test scores district-wide which equal or exceed state standards for grades 3, 6, and 9 (if applicable) in both reading and mathematics and, when appropriate, in writing for grade 9.

INDICATOR 8.4 A basic skills improvement plan has been developed for each school in the district that did not have seventy-five percent (75%) of the pupils in grade 3 and seventy-five percent (75%) of the pupils in grade six equal or exceed: (a) state prescribed percentile scores in both reading and math on standardized commercial tests, or, (b) state prescribed scores on department approved local criterion reference tests.

Documentation: Basic skills tests results, basic skills improvement plan.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 9 Equal Educational Opportunity/Affirmative Action INDICATOR VALUE: Necessary for certification

Definition: The educational program provides equal opportunities for all pupils. District demonstrates commitment to affirmative action by: publication of the availability of classroom and employment practices plans; dissemination of grievance procedures and name of affirmative action officer; implementation of systematic internal monitoring, and provision of in-service training.

INDICATOR 9.1 There is an approved desegregation plan where required by the commissioner of education.

Documentation: Desegregation plan, Department of Education letter of approval.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 9 Equal Educational Opportunity/Affirmative Action INDICATOR VALUE: Necessary for certification

Definition: The educational program provides equal opportunities for all pupils. District demonstrates commitment to affirmative action by: publication of the availability of classroom and employment practices plans; dissemination of grievance procedures and name of affirmative action officer; implementation of systematic internal monitoring, and provision of in-service training

INDICATOR 9.2 There is an annual review of progress toward the objectives cited in the state approved affirmative action plan (Classroom/Employment Practices).

Documentation: Statement of progress by district.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 9 Equal Educational Opportunity/Affirmative Action INDICATOR VALUE: Necessary for certification

Definition: The educational program provides equal opportunities for all pupils.

District demonstrates commitment to affirmative action by: publication of the availability of classroom and employment practices plans; dissemination of grievance procedures and name of affirmative action officer; implementation of systematic internal monitoring, and provision of in-service training.

INDICATOR 9.3 The desegregation plan, where applicable and the Affirmative Action Plans, including in-service, are implemented annually.

Documentation: Statement of objectives, activities and description of inservice.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 10 Financial INDICATOR VALUE: Necessary for certification

Definition: The submission of all reports containing elements of fiscal data or information which are accurate, complete and on time as per instructions, regulations or statute.

INDICATOR 10.1 There is accurate and timely submission of fiscal and statistical reports to the local board of education.

Documentation: Financial report of the board secretary to the board of education (A-148). Financial report of the treasurer of school monies (A-149).

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 10 Financial INDICATOR VALUE: necessary for certification

Definition: The submission of all reports containing elements of fiscal date or information which are accurate, complete and on time as per instructions, regulations or statute.

INDICATOR 10.2 There is accurate and timely submission of fiscal and statistical reports to county, state and federal offices.

Documentation Application for state school aid; Annual Fall Survey Reports; Annual written request for payment of budgeted debt service and capital state support; Annual Report-Ratio Information; Annual Financial Report; Annual Financial and Statistical Report (A4-1, A4-2); Financial Report of the Treasurer of School Monies; Reports-Child Nutrition Program; Project Completion Report for-N.J. Nonpublic School Textbook Law; Nonpublic student services; Financial Reports-Part B (Title VI) P.L. 94 142; Education of Handicapped Pupils; State Compensatory Education; Chapter 1, Chapter 2

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 10 Financial INDICATOR VALUE: Necessary for certification

Definition: The submission of all reports containing elements of fiscal data or information which are accurate, complete and on time as per instructions, regulations or statute.

INDICATOR 10.3 The annual budget has been developed and presented in accordance with with prescribed procedures.

Documentation: A budget approved by the county superintendent.
Certificate and report of school taxes.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 10 Financial INDICATOR VALUE: Necessary for certification

Definition: The submission of all reports containing elements of fiscal data or information which are accurate, complete and on time as per instructions, regulations or statute.

INDICATOR 10.4 The annual district audit has been conducted according to requirements

Documentation: A completed audit accepted by the board of education.

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 10 Financial INDICATOR VALUE: Necessary for certification

Definition: The submission of all reports containing elements of fiscal data or information which are accurate, complete and on time as per instructions, regulations or statute.

INDICATOR 10.5 The local school board has acted on the recommendations of local and state financial audit reports and reported board of education actions to the commissioner.

Documentation: Board minutes
Letter of acknowledgement from the state Department of Education

Part A: Summary of Monitoring Team Activities.

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

ELEMENT 10 Financial INDICATOR VALUE: Necessary for certification

Definition: The submission of all reports containing elements of fiscal data or information which are accurate, complete and on time as per instructions, regulations or statute.

INDICATOR 10.6 Pupil transportation, transportation costs have been approved by the county superintendent.

Documentation: Transportation contracts and agreements transpotation route report district-wide program cost report

Part A: Summary of Monitoring Team Activities -

Part B: Findings -

Part C: Information Contributors -

Part D: Evaluation and Recommendation -

☐ Acceptable ☐ Unacceptable

GLOSSARY

Affirmative Action Plans

The "School/Classroom Practices Plan" and the "Employment/Contract Practices Plan" submitted after 1975 by each district for approval by the Department of Education, Office of Equal Educational Opportunity.

Annual Education Plan

Annual district submission, by September 30, of its priority need areas, related objectives, plan of action, and supporting information for review and approval of the county superintendent by October 31.

Annual Special Education Plan

The "Annual Plan for Education of All Handicapped Children" submitted by December 1 each year.

Average District Daily Attendance

That figure of average daily attendance for the year computed annually in June and submitted by districts to the department as part of a district data report.

Basic Skills Improvement (BSI) Plan

A plan submitted each summer by districts to the department which outlines the provision of services to all pupils in need of assistance in communication and computation skills. The plan is returned to the county office of education at the end of the first week in July.

Bilingual/ESL Education Program Plan

A plan submitted by districts to the department in October which outlines the provision of appropriate educational programs for pupils whose dominant language is not English.

Disaffected Pupil

The "turned off" youngster whose needs the school is not meeting. One who is performing well below his/her social and/or academic capacity.

Characteristics include one or more of the following:

- inability to function properly within a traditional school program
- sufficient potential to benefit from a specialized program
- academic skills and abilities are average or above average

- generally regarded as an underachiever
- failure to establish occupational or future goals
- pattern of behavior problems
- increase in absences and tardiness
- lacks motivation, direction, decision making ability
- poor self-image
- stressful family setting which appears to have a detrimental effect on the pupil
- hostility toward adults and autnority figures
- identified as a potential dropout
- difficulty with community and law enforcement agencies
- general lack of involvement in any school activities
- serious economic problems which threaten completion of school

Mandated State Programs and Services

Specific educational offerings required by New Jersey Statute or Administrative Code (e.g. high school graduation requirements, family life education, kindergarten, pre-school handicapped education, courses and services in physical education, health, and safety, etc.).

Occasional Staff Absenteeism

All staff absences exclusive of approved professional days and extended illness in excess of five consecutive work days.

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